

H E CORLEY ELEMENTARY

1500 Chadford Road
Irmo, SC 29063

GRADES PK-5 Elementary School

ENROLLMENT 684 Students

PRINCIPAL Pam Thompson 803-732-8175

SUPERINTENDENT Dr. Dennis O. McMahon 803-732-8000

BOARD CHAIR Cindy Sweigart 803-781-6358

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
27	19	2	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

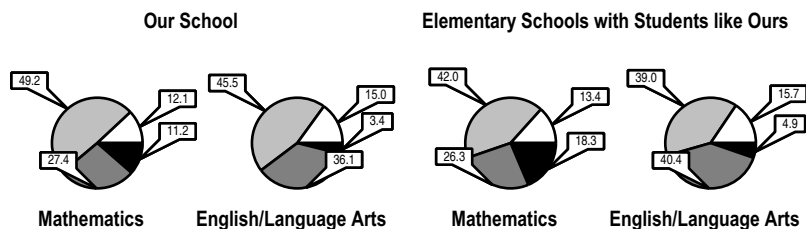
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Excellent	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	44	110	76
Percent satisfied with learning environment	93.0%	91.8%	82.9%
Percent satisfied with social and physical environment	97.7%	91.7%	61.1%
Percent satisfied with home-school relations	86.0%	96.4%	86.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	349	100.0	15.0	45.5	36.1	3.4	39.6	17.6
Gender								
Male	180	100.0	22.2	45.5	30.5	1.8	32.3	17.6
Female	169	100.0	7.1	45.5	42.2	5.2	47.4	17.6
Racial/Ethnic Group								
White	231	100.0	11.8	42.7	42.2	3.3	45.5	17.6
African-American	103	100.0	21.6	52.6	23.7	2.1	25.8	17.6
Asian/Pacific Islander	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	301	100.0	12.0	45.5	39.3	3.3	42.5	17.6
Disabled	48	100.0	32.6	45.7	17.4	4.3	21.7	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	349	100.0	15.0	45.5	36.1	3.4	39.6	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	348	100.0	14.7	45.6	36.3	3.4	39.7	17.6
Socio-Economic Status								
Subsidized meals	93	100.0	25.3	44.6	28.9	1.2	30.1	17.6
Full-pay meals	256	100.0	11.3	45.8	38.7	4.2	42.9	17.6

Mathematics								
All students	349	100.0	12.1	49.2	27.4	11.2	38.6	15.5
Gender								
Male	180	100.0	12.6	51.5	25.1	10.8	35.9	15.5
Female	169	100.0	11.7	46.8	29.9	11.7	41.6	15.5
Racial/Ethnic Group								
White	231	100.0	7.1	44.1	34.1	14.7	48.8	15.5
African-American	103	100.0	24.7	57.7	15.5	2.1	17.5	15.5
Asian/Pacific Islander	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	301	100.0	8.4	49.5	29.8	12.4	42.2	15.5
Disabled	48	100.0	34.8	47.8	13.0	4.3	17.4	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	349	100.0	12.1	49.2	27.4	11.2	38.6	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	348	100.0	12.2	49.1	27.5	11.3	38.8	15.5
Socio-Economic Status								
Subsidized meals	93	100.0	20.5	57.8	16.9	4.8	21.7	15.5
Full-pay meals	256	100.0	9.2	46.2	31.1	13.4	44.5	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	118	N/A	14.7	44.8	39.7	0.9	40.5
	Grade 4	107	N/A	12.4	40.0	44.8	2.9	47.6
	Grade 5	142	N/A	9.2	51.1	39.7	N/A	39.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	119	100.0	8.3	32.1	56.0	3.7	59.6
	Grade 4	112	100.0	14.6	54.4	27.2	3.9	31.1
	Grade 5	118	100.0	22.0	50.5	24.8	2.8	27.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	118	N/A	31.9	41.4	18.1	8.6	26.7
	Grade 4	107	N/A	11.4	29.5	20.0	39.0	59.0
	Grade 5	142	N/A	11.3	48.9	22.0	17.7	39.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	119	100.0	11.9	52.3	27.5	8.3	35.8
	Grade 4	112	100.0	11.7	50.5	26.2	11.7	37.9
	Grade 5	118	100.0	12.8	45.0	28.4	13.8	42.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 684)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.5%	Down from 1.1%	1.9%	2.4%
Attendance rate	96.5%	No change	96.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	20.1%	Up from 20.0%	26.1%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.2%	Down from 5.1%	6.7%	8.0%
Older than usual for grade	0.3%	Down from 0.4%	0.5%	1.1%
Suspended or expelled	0.9%	Up from 0.0%	0.0%	0.0%

Teachers (n= 60)				
Teachers with advanced degrees	53.3%	Down from 60.6%	53.9%	50.0%
Continuing contract teachers	88.3%	Up from 87.3%	86.6%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	79.6%	Down from 81.6%	88.8%	86.2%
Teacher attendance rate	94.8%	Down from 95.0%	95.7%	95.3%
Average teacher salary	\$41,537	Up 1.6%	\$41,507	\$39,909
Prof. development days/teacher	10.6 days	Up from 8.2 days	9.7 days	11.4 days

School				
Principal's years at school	1.0	Down from 3.0	4.0	4.0
Student-teacher ratio	19.5 to 1	No change	20.7 to 1	18.9 to 1
Prime instructional time	90.7%	Down from 91.9%	91.3%	89.7%
Dollars spent per pupil*	\$6,758	Down 0.7%	\$5,323	\$5,892
Percent spent on teacher salaries*	70.8%	Down from 70.9%	68.2%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.8%	Up from 97.3%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

During the 2002/2003 school year, diligent efforts were made to address the academic needs of students who scored below basic on the Palmetto Achievement Challenge Tests in English/Language Arts and Math. Test results were disaggregated and interpreted to provide data which were used to design remediation opportunities. Math Intervention and Math Bridges served qualifying third- through fifth-grade students who did not score basic or above on the math portion of PACT. Individual staff members contributed part of their planning time to tutor students using math games. An after-school tutoring program was established for the second semester that served students in English/Language Arts and Math. The SOAR to Success program was available to third-, fourth-, and fifth-grade students who needed assistance with reading strategies. Reading Recovery and literacy groups helped to ensure that all first- and second-grade students became good readers. One of our finest hours came with the announcement that we had received a \$10,000 grant from the Toyota Foundation for an innovative math literature program using fiction and non-fiction children's books correlated to our Everyday Mathematics curriculum.

Also, during the 2002-2003 school year, our 760 pre-kindergarten through fifth grade students participated in extracurricular activities that included field trips, performances, Walk Your Child to School Day, the Corley Carnival, and the Megaparty. The Student Council, composed of selected fourth- and fifth-grade students, sponsored a school dance and a recycling project. Our Student Safety Patrol assisted with morning take-in, afternoon dismissal, and the raising and lowering of the flag. Fourth grade students delivered the mail as a part of our Wee Deliver program. Fifth-grade students honed their musical skills by joining Strings or Chorus. The Academically Gifted Program gave advanced students the opportunity to expand their thinking to higher levels. The Accelerated Reader program provided each student with incentives to read and the opportunity to do so at his/her own level.

A very supportive and active PTO helped promote positive staff morale. Their financial contributions to classrooms benefited every child. Additionally, they sponsored fun and memorable events for the students and worked tirelessly as classroom volunteers.

Corley Elementary is a community made up of children, their families, and a caring, professional staff, all of whom are learners. It is in this community that children feel free to explore their world and truly mean it when they say, "There's no place we'd rather be than HEC."

Pamela Thompson, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.